



SPAN 1411 – Beginning Spanish I Course Syllabus: Fall 2017

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

Nancy A. Hudson

Office: PHS Room 2408

Phone: 903-737-7400 ext. 2580

Email: nancy.hudson@parisisd.net

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-11:30 or By appointment	8:00-11:30 or By appointment	8:00-11:30 or By appointment	8:00-11:30 or By appointment	8:00-11:30 or By appointment	App. Remind

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: 4 credit hours.

Lecture/Lab/Clinical: Three hours of lecture/guided drill are provided in the classroom and/or online each week.

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

Additional Descriptions: This course is designed as a continuum of Spanish II Pre-AP with grammar reviewed, refined, and expanded. Through speaking, listening, reading, and writing activities, students achieve a basic proficiency in language fluency. Much more emphasis is placed on conversation as students strive to achieve the most authentic spoken accent. History and culture are enhanced through a study of literature. All work is completed in the target language with command of the language being indicative of acquired skills and vocabulary

Prerequisite: entry requirements determined by PISD and NTCC

Required Textbook(s):

Así se dice! Level 3, Conrad Schmitt Texas Edition 2015

Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, Spanish edition, New York: McGraw-Hill, 2001 ISBN-10: 0844274127

**Situaciones: Spanish for Mastery 3 , Valette, Carrera-Hanley Valette. D. C. Heath and Company , Division of Houghton Mifflin Company, Lexington: 1994
ISBN: 0-669-32280-6**

Publisher: McGraw-Hill Education

ISBN Number: 13- 9780021412617

Student Learning Outcomes:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and past and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs, and values of the Hispanic world with characteristics of their own culture.

Course Objectives:

1. Knowledge: recall literal translation of word.
2. Comprehension: discuss meaning and how/when vocabulary is used in target language.
3. Application: apply appropriate vocabulary in various situations.
4. Analysis: distinguish appropriate social setting and context for use of vocabulary
5. Synthesis: formulate creative use of vocabulary in target language; circumlocution.
6. Evaluation: Revise; edit; paraphrase in target language.
7. To speak, read, write, comprehend, and improve the level of Spanish from Novice-low to Intermediate-high level as described by the National Standards of Language Proficiency by ACTFL. The levels consist of the five C's: communication, cultures, connections, comparisons, and communities.

Lectures & Discussions:

Topics covered include:

Review

100 common verbs

Present tense-regular-irregular-stem-changers-reflexive

Imperfect tense

Preterit tense

Present Perfect tense

Present Progressive tense

Future tense

Conditional tense

Pronouns-subject, direct objects-indirect objects-prepositional , demonstrative, and possessive pronouns

Comparisons

Preterit-regular and stem changers

Preterit of irregular verbs

Irregular nouns ending in -a

Literature: El Popul Vuh

Culture: Los Olmecas, Los Teotihuacanes, Las Mujeres Bonitas

Writing: La Autobiografía

Oral: Las expresiones diarias

Imperfect Tense

Imperfect versus Preterit

The use of both tenses in a sentence

Subjuntiva-Presente, Imperfecto, Presente Perfecto y Pluscuamperfecto

Literature: Una carta a Dios, Un Safari Maya
Culture: Los Mayas, Día de los Muertos, La Llorona
Writing: La Niñez
Oral: Presentaciones-El pasado

Ser and estar
Gustar and faltar
Negative and affirmative words
Subjunctive

Literature: Juan Bobo, Cómo El quinto sol, La Navidad
Culture: Los Mixtecas, Los Zapotecas, Los Totonacas
Writing: Cartas de Navidad
Oral: Los Deseos

Evaluation/Grading Policy:

1st nine-weeks grade = 40%	Test	grades= 75 % + Daily grades= 25%
2nd nine-weeks grade = 40%	Test	grades= 75 % + Daily grades= 25%

Semester Exam grade= 20%
Semester grade = 100%

Tests/Exams:

There will be 6 to 8 major tests each nine weeks.
Each vocabulary test counts one time.
Each chapter test counts twice.
Other tests are oral and culture.

Retests are not allowed.
Cheating on a test will result in a zero and PHS procedure will be followed.
No extra credit work is given.

Last day to drop a class with a W—Tuesday, November 21st

Assignments:

Daily class assignments are posted on the web at http://phs.parisisd.net/index.php?pageID=35979_3
According to the PHS Handbook all students with an E-Day are to return to class prepared for that day.

Student Responsibilities/Expectations:

It is vital that you work the class assignments. The assignments are to be turned in at the beginning of the period. It is important that you clearly label the section and page number assignment. Homework must be written in ink and on one side of loose leaf paper. All tests must be made up within one week. Any late assignment is due the next class day. All writing assignments (paragraphs/compositions) must be written on every other line. Classes are Monday through Friday for 50 minutes a day in room 2408. Class is made up of lecture, lab and internet. Class attendance policy is the policy of PISD. Course Placement testing is under the guidelines of NTCC and PISD.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic

integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.